

University of Nebraska - Lincoln

## DigitalCommons@University of Nebraska - Lincoln

---

DBER Speaker Series

Discipline-Based Education Research Group

---

2-24-2012

### Beginning chemistry teachers: a longitudinal study of the triplet relationship

Krista Adams

University of Nebraska-Lincoln, [kadams12@unl.edu](mailto:kadams12@unl.edu)

Follow this and additional works at: <https://digitalcommons.unl.edu/dberspeakers>



Part of the [Curriculum and Instruction Commons](#), [Educational Methods Commons](#), [Higher Education Commons](#), and the [Science and Mathematics Education Commons](#)

---

Adams, Krista, "Beginning chemistry teachers: a longitudinal study of the triplet relationship" (2012).  
*DBER Speaker Series*. 11.  
<https://digitalcommons.unl.edu/dberspeakers/11>

This Article is brought to you for free and open access by the Discipline-Based Education Research Group at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in DBER Speaker Series by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

# **Abstract for DBER Group Discussion on 2012-02-24**

**Presenter, Department(s):**

Krista Adams

Teaching, Learning & Teacher Education

Affiliation: Center for Science, Mathematics, & Computer Education

**Title:**

Beginning chemistry teachers: a longitudinal study of the triplet relationship

**Abstract:**

In a longitudinal study, beginning chemistry teachers' instructional strategies for various concepts in chemistry were analyzed using the components of the triplet relationship (macro, submicro, and symbolic components). Their practices provide a window into how teachers perceive chemistry. The findings from this study can help science educators understand how university content is interpreted and enacted in the secondary classroom.